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PARTY AND STATE

BALANCE BETWEEN CENTRALISM, DEMOCRACY URGED

Tianjin TIANJIN RIBAO in Chinese 1 Feb 80 p 1

[Article by staff commentator: "Stability and Unity, Liveliness and Vigorousness"]

[Text] Since the beginning of the new decade, leading comrades of the CCP Central Committee have pointed out, with renewed emphasis, that a political climate of stability and unity is vital to our success in achieving socialist modernization. This is an issue of great importance. Without stability and unity, people cannot have peace of mind. How can they dedicate themselves completely and concentrate entirely on the task of achieving the four modernizations? It can be said that political stability and unity is the prerequisite to the achievement of the four modernizations.

Then, what is political stability and unity? Comrade Mao Zedong described it in 1957 as "a political situation in which there are both centralism and democracy, both discipline and freedom, both unity of will and personal ease of mind and liveliness." Our experiences gained in the past 3 decades have demonstrated again and again that political stability and unity is essential to the development of socialist modernization programs. In fact, this is precisely the political goal which the nation as a whole, led by the CCP Central Committee, has tried to attain since the downfall of the "gang of four," and particularly since the Third Plenary Session of the 11th CCP Central Committee.

A political climate characterized by stability, unity, liveliness and vigourousness is objectively meshed into the socialist economic system. What we have is a socialist economy based on public ownership. What we want is socialist modernization. This calls for a high degree of political centralism and control. Therefore, we must strictly abide by the four basic principles. We cannot do as we wish. We cannot leave everything to the discretion of each individual. We cannot afford anarchism.

On the other hand, we must also rely on the enthusiasm, initiative and creativeness of the broad masses to get a lively and vigorous socialist modernization drive underway. In fact, such reliance is all the more heavy

if we wish to achieve socialist modernization in a big country like ours, hampered with a weak economic base, a huge population, and a backward scientific and cultural development. We are still lingering in a partially unenlightened "realm of necessity" and will face many new situations and new problems in our path toward reaching a broader material and spiritual horizon. Therefore, we must maintain an overall stability and unity. We must work in concert to achieve a common goal. At the same time, we must give free rein to our imagination, make waves, and freely express our views in order to reach a consensus of opinions that is more in keeping with the objective laws.

We must avoid blindness. We must avoid extremes. In this context, stability and unity is inseparable from and congenial with liveliness and vigorousness. Only under an atmosphere of stability and unity can the broad masses bring their enthusiasm, initiative and creativeness into full play. By the same token, a lively and vigorous program of encouraging creativeness among the people will help consolidate and develop political stability and unity and facilitate the execution of the party's political line and various guidelines and policies, thereby paving the way for our success in building a powerful socialist nation with greater, faster, better and more economical results.

If the emphasis is on stability and unity, should we encourage democracy? The answer is yes.

Socialist democracy is a state institution of a socialist country. It is intended to make the people the masters of the state. Under present conditions, the basic function and basic objective of democracy is to channel the enthusiasm, initiative and creativeness of the people, as the masters of the state, into achieving the four modernizations. One important part of the great victory we have won in the past 3 years is to revive our party's tradition and spirit for socialist democracy and to add a new dimension to socialist democracy. Our party and state machines have taken various effective steps to facilitate the exercise of democracy, such as upgrading the people's congresses at all levels, trying out and promoting the system of autonomy for the enterprises and production teams, and introducing, on an ever-increasing scale, the system of having leaders of grassroots units elected through the democratic process. At the same time, the socialist process of law has been strengthened to give people legal protection for exercising their rights as masters of the state. All these steps have produced the intended effects and have strongly motivated the masses to achieve the four modernizations.

Comrade Ye Yianying pointed out in his important speech on the occasion of the third anniversary of the founding of the People's Republic of China: "If we are to rely on the masses and to stimulate their enthusiasm, we must first of all wholeheartedly encourage the exercise of socialist democracy and guarantee the rights of the people to participation in state affairs and the affairs of their respective units." This is proof that our party and our state are committed to upholding democracy and furthering the democratic process. This point is beyond doubt.

Some comrades cannot see why democracy is so extremely important to our progress in achieving the four modernizations in an atmosphere of stability and unity. They are not accustomed to free expression of different views or a lively style of life. They believe that an emphasis on stability and unity entails abandonment, or, at least, the curtailment of democracy. They are all wrong. What we want is not superficial or temporary stability and unity. We want strong fabrics of stability and unity woven by Marxism-Leninism-Mao Zedong Thought. We want lasting stability and unity that enables us to work hand in hand to achieve the four modernizations. Without democracy, we cannot bring the enthusiasm of the people into full play. Nor can we properly tackle and resolve the various contradictions that exist among the people themselves. Nor can we make stability and unity last in their strongest forms.

There are also those who pass off bourgeois democracy as proletarian democracy and anarchism as socialism. Under the influence of individualism in its extremes, they think "democracy" means "saying what one pleases and doing what one pleases." They are opposed to centralism and ignore discipline. They reject the party's leadership and turn their back on the socialist road. They have obviously lost touch with the people. Democracy, as part of the superstructure, is meant to serve the objective of the economic base. Our effort to improve and promote socialist democracy is basically tied to our effort to achieve the four modernizations. If we were to allow bourgeois democracy and anarchism to spread unchecked, we would weaken stability and unity to the detriment of the fundamental interests of the people. Furthermore, we must not lose sight of the fact that the pernicious influence of Lin Biao and the "gang of four" is still alive organizationally and ideologically. Besides, there are new-born elements engaged in beating, smashing and looting. There are ruffians and criminals. There are also counterrevolutionaries and spies who are engaged in conspiracies in secret corroboration with foreign and Taiwan intelligence agencies. Some of them, like Wei Jinsheng, often incite riots in the name of "democracy." We cannot lower our guard and let them fool us.

The most fundamental function of socialist democracy is to guarantee rule by the great majority of the people, both in name and in deed. We must absolutely respect the centralized leadership of the party and the state government. We must uphold the policies and laws that reflect the will of the people. We must respect the authority of those leaders and managers who act according to the will of the people. We must make sure that work, production and social activities can proceed in good order. When Lin Biao and the "gang of four" were wielding evil power, they promoted "Great Democracy" to create chaos in the party, the armed forces, and the nation, and ushered in a whole decade of disaster. Today, as stability, unity, liveliness and vigorousness are already catching on, an advocacy of the so-called "Great Democracy" will not help us reach a consensus or act in concert. It will only weaken stability and unity and strengthen the hand of the handful of class enemies who are engaged in sabotage and harassment. Our socialist democracy can work to its full advantage only under party leadership. The people can exercise their

rights as masters of the state within the constitutional and judicial framework. They can express their opinions and seek solutions to their problems through proper channels. The leaders, on the other hand, must keep their ears to the ground, pluck good ideas from the people, and work in the best interest of the people. When contradictions among the people themselves arise, we must strictly follow the formula of "unity-criticism-unity." In short, we must aim at a democratic centralism where centralism is based on democracy and where democracy is exercised under the principle of centralism. This is the fundamental guiding principle for the practice of socialist democracy. If we abide by this principle, we will achieve stability, unity, liveliness and vigorousness and make good progress in realizing the four modernizations.

If the emphasis is on stability and unity, should we continue to uphold the principle of "letting a hundred flowers blossom and a hundred schools of thought contend"? The answer is also yes.

Stability and unity is a necessary condition for the pursuit of the "double hundred" concept. If the political situation is unstable, how can people have free discussion and free competition in sciences and in arts? When Lin Biao and the "gang of four" were riding roughshod over the nation, was there any sign of the "double hundred" concept? No sign at all. Only after we had smashed the "gang of four" and reestablished stability and unity did we set the stage for the reintroduction of the "double hundred" concept. For the past 3 years, especially in the past year, we have made unprecedented accomplishments in encouraging the "double hundred" activities. Many literary, historical, philosophical, economic, ancient, modern, Chinese and foreign issues have come up for review and many new ideas and suggestions have emerged. Guided by the principle of distilling truth from facts, Marxist scholastic activities have come into full swing. The scope of "letting a hundred flowers blossom" has broadened. Such liveliness and vigorousness in the ideological activities is indeed a reflection of political stability and unity and is favorable to the realization of the four modernizations. This leaves no doubt that the maintenance of stability and unity and the pursuit of the "double hundred" principle go hand in hand.

The proletariat is committed to the principle of "letting a hundred flowers blossom and a hundred schools of thought contend" for now and forever. The objective is to bring about a flowering of the arts and an advance in the sciences. In other words, the objective is the achievement of socialist prosperity or, in more concrete terms, the achievement of socialist modernization. An exalted level of socialist modernization means a civilization rich both in material and in spiritual accomplishments. It means we must greatly improve the educational, scientific, cultural and public health levels of our Chinese nation, inspire the nation to a strong sense of revolutionary direction and a high standard of revolutionary morality, and enrich the cultural life of the people. These efforts are important to the achievement of a socialist civilization rich in spiritual accomplishments.

They are important to the realization of the four modernizations. In this context, the idea of "letting a hundred flowers blossom and a hundred schools of thought contend" is tied in with our effort to build socialism and to realize the four modernizations, and thus serves the best interest of the people. The idea is not to let flowers blossom for its own sake and schools of thought contend for its own sake. Any thought that stability and unity entails the abandonment of the "double hundred" principle or that the pursuit of the latter will weaken the former represents a misunderstanding and distortion of the concept behind the "double hundred" principle.

The concept of "letting a hundred flowers blossom and a hundred schools of thought contend" means freedom for men of various disciplines to air their views, and freedom for artists to find their own expressions. Socialist democracy guarantees these two freedoms. In the course of achieving the four modernizations, we are facing and will continue to face new situations and new problems. It is extremely necessary for us to continue to uphold the "double hundred" principle, thus encouraging people to freely express their views on the new situations and new problems. Out of such a wide choice of different views we can settle on some truly good ideas that reflect the will of the majority. The large number of intellectuals on the theoretical, scientific, technological, educational, cultural, art and other fronts also have many good thoughts and brilliant ideas which they are more than willing to offer for the good of the modernization drive. If we should fail to create a climate favorable to open discussion and investigation of the new situations and new problems, we would be unable to draw on the collective wisdom of the broad masses of people and find solutions for problems for which solutions would have been possible. We might even cause impotence in the thinking process of the people. At present, numerous new situations and new problems are cropping up in the economic, scientific, cultural and educational fields. We must investigate and discuss them. Furthermore, the people are demanding more in cultural life. While we emphasize stability and unity, we will not suppress or abandon the "double hundred" principle. On the contrary, we will implement the "double hundred" principle in a more effective way in order to shore up our achievements in stability, unity, liveliness and vigorousness and to stimulate greater interest in analyzing new situations and solving new problems.

Since the "double hundred" principle is meant to further our goal in achieving the four modernizations, its implementation cannot conflict with the maintenance of an overall stability and unity. All creative work in the theoretical field and in literature and arts must concern itself with promoting the four modernizations, satisfying people's needs, and furthering people's interests. Comrade Deng Xiaoping put it well when he said in his message of congratulation to the Fourth Conference of Cultural Workers: "The most fundamental criterion for judging the merit, or the lack of it, of each piece of work is whether it is beneficial or harmful to our endeavor to achieve the four modernizations."

Theoretical work must be closely tied to the needs of the modernization drive. Theoretical departments must work closely with other departments with practical

concerns, make penetrating investigation and study, and conduct theoretical research in such a way as will benefit the effort to achieve the four modernizations. Literature and arts must reflect the richness in our national life, interpret the needs of our marching times and the trends of historical development, go to great lengths in highlighting devotees of the four modernizations and socialist new men, with their revolutionary idealism and scientific approach, high principles and great resourcefulness, far-sightedness and pragmatism, and encourage people to devote their lives to the fulfillment of the four modernizations, to develop pioneering spirit, and to move forward with history. When literature and arts deal with realistic contradictions in our lives, the emphasis must be on portraying human nature as it is in various social relationships, exploring proper ways to resolve those contradictions, and inspiring people to work under party leadership toward the achievement of the four modernizations with one will and great determination. Literature and arts are products for the mind. Under socialism, these products must aim at invigorating the mental outlook of the society and nourishing the minds of the people. Any work created with no thought to its social influences is unacceptable. Any work spreading passivity, pessimism and futility of human efforts, thereby exerting unhealthy and vicious influences, is not allowed.

The "double hundred" principle must be coupled with "three no's." When the "gang of four" were riding roughshod over the nation, they would persecute, fix labels and make big issues out of minor faults at will. We must put a stop to such malice. We must encourage free expression of individual views and free discussion of academic and artistic issues. There we must not make the minority obey the majority nor make everyone obey the word of one person. This, of course, does not mean that we must refrain from setting standards, exercising supervision, and making critical appraisal of theoretical studies and literary and art creations. The "double hundred" principle must work under the guidance of Marxism-Leninism-Mao Zedong Thought, under the leadership of the party, and for the benefit of the modernization drive. It is fundamentally different from the bourgeois "hands-off" policy which recognizes no party leadership or the socialist goal. The "three no's" principle is a principle of affirmative action. It does not forbid necessary and constructive struggle over ideological issues. It calls for ideological struggle conducted in a businesslike and proper manner. Therefore, we must not look upon normal criticism and discussion as an attempt at "persecution." We must uphold the principle that men are equal before truth. We must use the scientific approach and conduct comradely criticism and discussion in order to promote the development of literature, arts and sciences.

A situation of stability, unity, liveliness and vigorousness also owes its formation, development and consolidation to a strong national economy. Therefore, we must also do our best to improve the living standard and enrich the cultural life of the people. Our emphasis on developing a political situation in which stability and unity is combined with liveliness and vigorousness is meant to speed up the development of the national economy and the progress toward the four modernizations. By the same token, the development of the national economy and the progress toward the four

modernizations will, in turn, consolidate a political situation in which stability and unity is combined with liveliness and vigor. All in all, our primary concern is in achieving the four modernizations--our ultimate goal. If we bear this goal in mind all the time and work together in concert to achieve it, we will at the same time be developing and consolidating the political situation characterized by stability, unity, liveliness and vigorousness--a political situation that conforms to the fundamental interests of the people and that needs to be developed through both mental and physical effort of all of us committed to the realization of the four modernizations.

9055

CSO: 4005

PARTY AND STATE

BA YI RADIO ON DENG'S MODERNIZATION POLICY

OW162220 (Clandestine) Ba Yi Radio in Mandarin to China 1400 GMT 16 Mar 80 OW

[Excerpts] It is wrong that the 5th plenary session of the 11th CCP Central Committee failed to discuss economic questions. Although this plenary session was a meeting on preparations for the convening of the 12th CCP National Congress, it should have heard opinions on several major issues in dispute concerning the development of the national economy, even if it could not deal with them in an all-round way. [passage omitted]

Since he took charge of the work of the state council once again, Comrade Deng Xiaoping has regarded the following methods as the only way to achieve the four modernizations' obtaining loans from other countries, importing complete plants and equipment from abroad, inducing foreign and Overseas Chinese capitalists to invest and build factories in our country, purchasing up-to-date weapons and military and technical equipment from U.S. imperialism and other capitalist countries, exporting manpower to developed capitalist countries and so forth. Proceeding from temporary and immediate interests and Vice Premier Deng's interests, some leading comrades, especially those two (?comrades) who shared weal and woe with Comrade Deng Xiaoping during the cultural revolution, have tried in every possible way to defend this policy. This subjectivist and unprincipled attitude presages very dangerous consequences. [passage omitted]

The recent Iranian incident is [?a profound lesson to learn). Iran spent billions of U.S. dollars importing advanced technology and purchasing complete plants and equipment from the United States. However, since the worsening of U.S.-Iranian relations, the United States has [words indistinct] and has stopped the export of machine parts to Iran. As a result, many big factories in Iran have been at a partial or a complete standstill. This economic sanction by the United States has caused losses of billions of U.S. dollars for Iran.

Take Iranian national defense for instance, the Iranian army was regarded as the most modernized army in Asia. The Iranian army was armed with first-rate equipment and weapons, from conventional weapons to rockets, guided missiles, aircraft, warships and technical equipment. All these modern

weapons and equipment were purchased from the United States. However, when Iran refused to continue to submit to the United States, the United States withdrew its advisers from Iran and stopped the supply of parts and ammunition to Iran. As a result, the Iranian army (?has run out of supplies). [words indistinct] should we not draw a lesson from this?

[Words indistinct] Today, if we depend on capitalist countries, especially the United States, industrially, militarily and in other fields, it actually amounts to laying a time bomb for ourselves and sowing the seed of disaster for our future generations.

CSO: 4005

BA YI RADIO ON DENG XIAOPING'S SPENDING POLICY

OW152240 (Clandestine) Ba Yi Radio in Mandarin to China 1400 GMT 14 Mar 80 OW

[Summary] "In accordance with Comrade Deng Xiaoping's latest instructions, stress is again being placed on carrying forward the pioneering spirit of building an enterprise through arduous effort. The people are required to act according to Vice Premier Deng's principle of being the first to bear hardships and the last to enjoy comforts in the 1980's. This principle reminds people of some of the hackneyed slogans used in the years when an erroneous line was pursued and in the period when the gang of four prevailed. People still remember clearly that 22 years ago when the big leap forward was started, this the following slogan was put forward: 'Work hard for 3 years and enjoy a happy life for thousands of years to come.' However, what the big leap forward brought to the people was serious hunger, and their living standards were even lower than **before the liberation of the country**. During the years the gang of four ran amuck, living in poverty was described as a socialist principle. Although our people have worked hard over the past 20-odd years, they still live in poverty."

After Chairman Mao passed away and the gang of four was overthrown, the people earnestly wished that the leadership would take effective measures to improve their living standards as soon as possible. More than 3 years have elapsed since then, but the people's living standards have not yet noticeably improved. The present is not even as good as the past in some respects.

"It appears that we shall still have to work and live in extremely difficult conditions in the 1980's. The so-called principle of being the first to bear hardship and the last to enjoy comforts seems to be eventually aimed at making it possible for the people to live a happy life in the 21st century. However, it simply requires the people to be the first to bear hardships and the last to enjoy comforts or even to bear hardships without enjoying any comforts. Take housing in the cities for instance, each city resident now occupies only 3.6 square meters of floor space on the average as against 4.5 square meters before liberation."

In addition, "the war unleashed by Vice Premier Deng against Vietnam cost more than 3,446 million yuan of state funds. In recent years, our country has provided Pakistan with military aid worth 4 billion yuan. In accordance with the six-point agreement reached by Vice Premier Deng with U.S. Secretary of Defense Brown, our country has undertaken to give Pakistan (?500 million) yuan of aid. This practice of spending money like water has further increased the burdens on our country and people."

PARTY AND STATE

ZHEJIANG COURTS REDRESS WRONG CASES ARISING FROM LIU SHAOQI ISSUE

OW180924 Hangzhou Zhejiang Provincial Service in Mandarin 0400 GMT 18 Mar 80
OW

[Text] Acting in the spirit of the 5th plenary session of the party's 11th Central Committee, people's courts at all levels in Zhejiang Province are seriously reexamining and redressing cases arising from the frame-up of Comrade Liu Zhaoqi, in which people were wrongly sentenced.

After the publication of the communique of the 5th plenary session of the party's 11th Central Committee, the Provincial Higher People's Court promptly issued a circular to people's courts at all levels in the province, calling on them to pay close attention to reexamining and redressing cases arising from the frame-up of Comrade Liu Zhaoqi, in which people were wrongly sentenced. Courts at all levels in the province have made speeding up the reexamination of these cases their present major task. They have promptly organized special groups to review cases, with principal responsible persons taking part themselves.

From cases reexamined in various places, it can be seen that cases in which people were sentenced for voicing objections to the injustices committed against Comrade Liu Zhaoqi were often involved in cases opposing Lin Biao and the gang of four. These people were punished for opposing the criminal acts of Lin Biao and the gang of four to usurp party and state power and for extolling the contributions of Comrade Liu Zhaoqi and other proletarian revolutionaries of the older generation. These cases must be reexamined and thoroughly redressed in accordance with the spirit of the 5th plenary session of the party's 11th Central Committee.

Through studying the communique of the 5th plenary session of the party's 11th Central Committee and reexamining the cases, the cadres and bailiffs of the courts in various places have come to understand more clearly that those who voiced objections to the injustices committed against Comrade Liu Shaoqi during the period when Lin Biao and the gang of four were running amuck not only were not guilty, but were commendable. They are determined to adhere to the principle of seeking truth from facts and correcting mistakes whenever they are found and firmly redressing each of the wrong cases arising from the frame-up of Comrade Liu Shaoqi. No case should be left out.

The (Shangcheng) District People's Court in Hangzhou Municipality has formed a special group composed of two vice presidents of the court and five judges to completely review and check cases previously reexamined. They have focused their attention on reexamining the files of those sentenced since the start of the great cultural revolution, concentrating and classifying these cases for speedier redressing.

The military court of the Zhejiang Provincial Military District has also speeded up the handling of cases in accordance with court procedures.

CSO: 4005

PARTY AND STATE

DETERMINING CRIMES UNDER CHINESE CRIMINAL LAW DISCUSSED

Beijing FAXUE YANJIU [STUDIES IN LAW] in Chinese No 4, 20 Oct 79 pp 29-33, 41

[Article by Fan Fenglin [2868 7364 2651]: "On Fundamental Problems of the Characterization of Crimes"]

[Text] Accurately determining a crime is an extremely important and complicated problem. This is a basic problem of criminology. To determine a crime is to expose contradictions. To punish the criminals is to resolve contradictions. Only when we accurately determine a crime can we appropriately apply penalty. Accurately determining a crime is the basis for accurately applying penalty; it is directly related to whether the mission of criminal laws can be carried out.

In order to accurately determine a crime we should first clearly understand the concept of committing a crime. Article 10 of our Criminal law scientifically and clearly stipulates, "Any act that endangers state sovereignty and territorial integrity, that harms the system of the proletarian dictatorship, that sabotages social orders, that encroaches upon the people's property or the collective property of the laboring masses, that encroaches upon private and legal property of the citizens, that encroaches upon personal rights, democratic rights and other rights of the citizens, and that endangers the society is punishable according to law and is considered a crime. But if the circumstance or the harm is not serious it shall not be considered a crime." This regulation clearly points out that a crime must have two characteristics. One is that all crimes must comprise acts endangering the society. The other is, according to the law, the act is punishable. Any act that does not endanger the society, or if the circumstance is obviously not serious enough to endanger the society or be punishable by law cannot be considered a crime. Thus, the demarcation lines between guilty and not guilty, crimes and other violations, are, on principle, clearly drawn.

But, by only studying the concept of crime, one cannot completely resolve the problem of determining a crime. Chairman Mao pointed out, "Those who engage in counterrevolution should have specifications and a standard. They should carry out a real counterrevolution, not a false one." There must be specifications and criteria for other crimes. This article will probe the basic specifications and criteria that constitute a crime.

A Criminal Act Should Be an Act That Endangers the Society

To accurately determine a crime and study the making of a crime, one must, according to the stipulations of our Criminal Law, pay special attention to the act and the consequences to the society which is endangered. Because these are the objective conditions that constitute a crime. An act that does not endanger society and requires no punishment cannot constitute a crime. The most essential characteristic of a crime is the danger it poses to society. The reason a certain action of a person is considered a crime is because this act can endanger the society. Our criminal law basically does not recognize "ideological crime." (The so-called "ideological crime" is to unilaterally determine a crime based on ideology and punish those who have criminal intentions as if they had actually committed a crime, disregarding whether the act can endanger the society or not, disregarding the nature and the degree of the act, and disregarding whether or not there is a definite relation between the society-endangering act and the subjective crime.) This is determined by our society and the nature of our criminal law. Therefore, while investigating and hearing a case, judicial personnel should first find out whether the act has endangered the society. If there is no act endangering the society, the investigation and the hearing then should be stopped and the defendant should be pronounced not guilty. Not every society-endangering act is a crime. Only those society-endangering acts punishable by law based on the stipulations of our Criminal Law are crimes. Only when an act that is serious enough to endanger the society is considered a criminal act. This is the criterion that differentiates a crime from other unlawful acts. All crimes are unlawful. But not all violations constitute crimes. When judging a person as guilty or not, the judicial personnel's judgement should be based on the stipulations of our Criminal law. They should not be allowed to set up their own law and different criteria. This is determined by the legal principles of our country. In our country, the nature of an act that endangers the society and the unlawful nature of an act were unified. A crime is an act that endangers the society and, at the same time, it is an act that violates the Criminal Law. The nation's verdict upon a criminal act according to the degree of its damage to the society is reflected in the punishment. Punishment is the legal consequence of a crime.

Generally speaking, all criminal acts can cause damage to society. The results of damage has a great effect on determining the degree of the damage to society. Some regulations of criminal law stipulate that the result of serious damages is one of the conditions that constitutes a crime. Conversely, lack of or only slight damage cannot constitute a crime. The results of damage in different crimes have their different conditions and expressions. Some results of damages can be expressed quantitatively (e.g., crimes relating to property), but many others cannot, (e.g., some counterrevolutionary crimes and attempted crimes). There are two types of harmful results: one is of a materialistic nature and the other of an unmaterialistic nature. In determining a crime, one should objectively and practically analyze its degree of damage to society.

In order to accurately determine a crime, one must also pay full attention to the causal relation between criminal acts and harmful results. The causal relation in criminal law is a concrete application of the causal theory in Marx's and Lenin's philosophies. There is an inexorable relation between a criminal act and its criminal results. Accurately understanding and grasping the causal relation in criminal law are of great significance to accurately determining a crime and surely, accurately, and relentlessly, with accuracy as the focal point, striking the enemy, punishing criminals, and avoiding an unjust verdict. Regarding criminal law's causal relations, two important points must be grasped. One is to seriously grasp the objectivity of causal relations. This means a certain cause will definitely have a certain consequence, and, a certain consequence is definitely from a certain cause. If there is no phenomenon existing as a cause, there will be no phenomenon occurring as the consequence. This is determined by the law of objectivity independent of man's will. Take unpremeditated crimes, for example. Although the offender did not subjectively expect damage would occur as a result, due to carelessness or over self confidence, his act did cause damage. Due to the fact that causal relation is inexorable and is objectively present, it is necessary that in actual work, we must practically and realistically investigate and examine, and, based on clear-cut facts of the case, fully and objectively analyze causal relations, and by no means should we subjectively and conjecturally determine the causal relations before the facts are made clear. Marxism teaches us that the criterion for determining causal relations is objectivity and practicality. Without objectivity and practicality, we will not be able to make correct judgment on causal relations. Because of this, objective principles of causal relations are of great significance to our actual work. Secondly, we should understand and grasp the complexity of the causal relations' representative forms. Marxism tells us that things intercorrelate and interact and that they are intricate. Some of the forms surfaced by causal relations are rather simple, others are very complex. For example, one factor may cause several results, one result may come from several causes, and, one phenomenon may be the reason of another phenomenon, but under another condition, this very phenomenon may be the result of other phenomena, etc. Due to the diversity and complexity of the forms that causal relations express, we are required, in practical work, to thoroughly find out the time, place, and condition, make concrete analysis of concrete problems, and grasp the nature of the event. When a result is caused by many causes, we should distinguish primary causes from secondary causes. Making a distinction between primary and secondary causes is the only way to help accurately resolve the problem of determining crimes. We should never handle things hastily, otherwise we will make errors.

Criminal Acts Are Acts That Encroach Upon the Objects That Our Country's Criminal Law Protects

In our country, the question of which acts will endanger the society and which will not is determined by the basic interest and will of our country's working class and the broad masses of the people. Article Two of the Criminal Law regulates the object that our Criminal Law protects; it is also our

socialist social relations. All criminal acts, in different forms and degrees, encroach upon our socialist social relations. Lenin points out, "...Social relations are divided into materialistic relations and ideological relations. Ideological relations are only the superstructure of materialistic relations formed independently of man's will and consciousness. However, materialistic relations are the mobile forms (results) that man relies on for his existence."¹ Marx and Engels point out, "The individual production relations that have been existing until now also must be expressed as legal and political relations."² Social relations are first expressed as production relations, and the question is, in different social systems, which class should own the means of production. This also determines the ideological, political, and moral relations in a society. Because of this, social relations are of a distinctive class nature. Since the founding of the Republic, the Chinese people, under the correct leadership of the CCP, after going through complex and sharp class struggle, eliminated the systems of feudal exploitation and capitalist exploitation, and reformed the small production system. The socialist system has held a dominant position in our country. In his "Report on the Work of the Government" at the Second Session of the Fifth People's Congress, Comrade Hua Quofeng pointed out, "Actual life indisputably and clearly demonstrates that, in our country (except for Taiwan), owing to the adoption of correct and logical steps supported by the overwhelming majority of the people, the systems of feudal exploitation and capitalist exploitation have been eliminated, the small production system has been reformed, and the socialist system has established its stable rule after going through rigorous trials." In our country, the reason criminal acts have social harm is because these acts have encroached upon the social relations of our country's socialism. Criminal law, by using punishment as a weapon, struggles against all counterrevolutionary and other criminal acts in order to protect the social relations of the socialist. Our country's Criminal law and judicial practice divide crimes into two categories: counterrevolutionary crimes and other criminal acts, because the objects encroached upon by these two categories of crimes are different. The latter again is divided into seven categories because the objects encroached upon also are different. A certain concrete criminal act can only encroach upon a certain concrete social relation. Therefore, in the theory of criminal law, objects of criminal acts are also divided into similar objects and direct objects. Accurately understanding the spirit and essence of our country's Criminal Law, determining the degree of social harm of an act and the characteristics of each type of criminal act, drawing a clear line between one and another, all these are of important significance to the study of the objects of criminal acts.

¹"Selected Works of Lenin," Vol 1, p 18

²"The Complete Works of Marx and Engels," Vol 3, p 421

Criminal Offenders Are Those Who Must Have Reached Legal Age and Have Capability of Being Responsible for a Crime

If we want to accurately determine a crime and determine whether a crime has occurred, we must accurately understand and seriously grasp the regulations stipulated by Articles 14, 15, and 16 of our country's Criminal Law. These articles scientifically and clearly point out that the subjects of criminal acts (criminal offenders) must have reached legal age and be capable of being responsible for a criminal act. Clearly understanding the subject of a criminal act is of great significance to accurately determining a crime and appropriately applying punishment. If the offender fits the condition of criminal subject and his act constitutes a crime, he should be responsible for the crime. If the offender does not fit the conditions of a criminal subject, even if his act has caused damage, he is not responsible for the offense. These conditions are: 1. A criminal subject must be a natural person. A legal person [a corporate person] cannot be a criminal subject in criminal law. A legal person's activities are carried out through natural persons, therefore, a legal person is not responsible for a crime. Only the natural persons involved are responsible for the crime. Our country's criminal law strictly carries out the principle of individual responsibility. Whoever commits a crime is responsible by himself, there does not exist so-called "legal person's responsibility," "chain responsibility," or "collective responsibility." This is determined by the purpose of penalty and the legal principle of our country. This is also one of the main differences from the criminal law of the exploiting class. A criminal subject must reach a certain age. Article 14 of our Criminal Law stipulates that if a person who has reached the age of 16 commits a crime he is responsible. A person between the ages of 14 and 16 who commits murder, serious injury, robbery, arson, theft, or other crimes that seriously destroy social order should be responsible. If a person between the ages of 14 and 18 commits a crime, his punishment should be more lenient. If a person committed a crime but did not receive punishment because he is not yet 16, his parent or guardian should be ordered to discipline him. The government can also take in and educate him if necessary. This regulation on age is decided based on the kind of education the children are receiving and social activities in which they participate, because man is not born with capabilities to understand the objective world or his social responsibility. These are gradually acquired and accumulated while participating in social activities and maturing in age. Children who have not reached a certain age cannot distinguish good from bad, and applying punishment to them is just meaningless. Those who have not reached legal age ordinarily will not be punished for their crime, and even if they are, it would be lenient, reduced, or used as educational measures. This fully reflects the great superiority of our socialist legal system and the justice of our people's revolutionary cause. 3. A criminal subject should be a person capable of shouldering responsibilities. This means he can discriminate and control his own acts. Generally speaking, after a person has reached the legal age, he naturally possesses this capability. But he may lose this capability due to a certain cause. For example, a mental patient who has a relapse will lose his normal functions. He will not understand the outside world, nor will he be able to

control his own actions. We cannot hold this kind of person responsible, but we should request his family members or his guardian to take close care of him and give him medical treatment. Persons who are intermittently mental patients who commit a crime during their normal condition are responsible for the crime. Whether the offender is legally capable should be determined by a legal medical expert or medical specialist. Trial, prosecution, or investigation personnel should not make decisions. People intoxicated from alcohol are responsible for their crimes. Because, by and large, alcohol influence can only weaken a person's control without completely destroying it. Besides, being drunk is an abnormal phenomenon, an evil habit left over by the old society. Crimes committed under the influence of alcohol should be struggled against. Penalty for the deaf-mute or the blind who has committed a crime can be lenient, reduced, or exempted. The deaf-mute and the blind have not lost their ability to recognize their action's social significance or their control over their own actions. But they have great limitations when they receive education, therefore, their ability to differentiate right from wrong, is, after all, not as good as the normal healthy person's. Because of this, in measuring penalty, it should be lenient, reduced, or exempted. During the rampage of Lin Biao and the "gang of four," they ruthlessly created so-called "political lunatics." This was their sinister means to persecute and destroy the cadres and the masses. Some people became distraught under their persecution. They still did not let them go and called them "political lunatics." They continued their persecution and put them in prison for a long time. This caused their death. This fascist barbaric act should be rigorously criticized.

Criminal Act Must Be Intentional or Negligent

In accurately determining a crime or determining whether a crime is established, we also must pay special attention to the subjective conditions and objective conditions. A crime cannot be constituted if there is no act harming society. It cannot be constituted also if there is lack of subjective intention or negligence. Because of this, determining someone's act harmful to the society intentionally or through negligence is an extremely important task of the judicial personnel during investigation and trial. Premeditated crime and unpremeditated crime have their own definitions and characteristics. To accurately understand the grasp their definitions and characteristics are of important significance to accurately determining a crime and measuring penalty. Article 11 of the Criminal Law stipulates, "The offender was clearly aware that his act could cause damage to society, moreover, he wished or let this result happen. This constitutes a crime, and this crime is premeditated." "The offender is responsible for his premeditated crime." This regulation clearly points out, premeditated crime can be divided into direct premeditation and indirect premeditation. The offender was clearly aware that his act could harm society, and, he wished that to happen. This premeditation, in criminological theory, is referred to as direct premeditation. Direct premeditation has two characteristics: One is the actor is clearly aware that his action can harm society. The other is that he wishes it to happen. Both characteristics have to be present. Direct premeditated crime cannot be

established if either one is lacking. For example, the counterrevolutionary elements hated the people's revolutionary cause. They tried by every means to engage in sabotage. They knew that those sabotage activities were harmful to the revolutionary cause of the people. Moreover, they hoped that there would be harmful results. This constitutes direct premeditated crimes. Regarding direct premeditated crime, the purpose and the motive should be established. The two are both closely related and different. The purpose of a crime refers to the result that the offender wishes to achieve through this criminal act. Criminal motive refers to the inner cause that propels the offender to carry out his criminal act. There is only one purpose of a crime, but motives are always different. For example, a murderer's purpose is always to take someone's life, but there are various motives. Some are for counterrevolution, some are for revenge, some are for destruction of evidence, some are for stealing money, etc. Owing to different motives, verdicts and sentences are different. Therefore, finding out the purposes and motives of a crime are closely related to correct verdict and sentence. Indirect premeditation is that the offender clearly knew his act would cause damage to the society and allowed the damage to happen. This means his attitudes were indifferent and careless. This type of intention is referred to as indirect premeditation in criminology. Indirect premeditation also has two characteristics: One is the actor clearly knew that his act would damage society. The other is that he let this result take place. The commonality of direct willfulness is that the offender clearly knew that his act could harm the society. The difference is that the offender of direct willfulness wished that the result would occur, while the offender of indirect willfulness had an indifferent attitude and let the result take place. The main difference is in its subjective psychology and attitudes. Therefore, the degree of damage the society receives will also be different. This should be taken into consideration when punishment is applied.

Regarding unpremeditated crime, Article 12 in the Criminal Law clearly stipulates, "One should be able to foresee that one's act may harm the society as a result. But, due to carelessness or negligence, he was not able to foresee, or he was able to foresee but he was over confident, that he could avoid it. The damage to society as a result of either situation is unpremeditated crime." "The offender is responsible for an unpremeditated crime only when it is stipulated by law." This regulation clearly points out that there are also two types of unpremeditated crimes. One is through negligence and the other is through over-confidence. The fault of negligence is that the offender should have been able to foresee that his act might harm the society, but he was not able to foresee through negligence and, therefore, the society received damage as a result. For example, in a certain coal mine field, the store-keeper violated regulations, entering the warehouse to get an explosive with a cigarette dangling from his lips. He threw his cigarette butt down in the warehouse and caused an explosion. Fifty-nine persons were injured or killed. Over 4,000 rooms were damaged. The losses reached 400,000 yen. This was serious negligence and an irresponsible attitude. Naturally, he was responsible for his crime. When judging whether a person is guilty of negligence, most important is to find out the offender's age, specialty, skill,

work experience, and his responsibility. These conditions have to be carefully analyzed and studied. Often the consequence of a certain act is impossible to be foreseen by a person of no specialized knowledge. But a person of specialized knowledge should be able to foresee the consequence of this act. The fault of over confidence is that the offender foresaw that his act could cause damage to society, but he was over confident in his skills and experiences, so he thought he could avoid the harmful results. But in reality, he did not, and the damage was done. For example, on the highway from Beijing to Ba Da Ling, there is a narrow section on a high mountain which is dangerous and difficult. The speed of automobiles on that section has to be slowed down to avoid danger. Some drivers did foresee the danger but were over confident in their superior skills and experiences. They did not follow traffic regulations while driving, and caused serious accidents. In this situation, the drivers were responsible. Therefore, clearly distinguishing premeditated crimes and unpremeditated crimes is extremely important to accurately reach a verdict and conviction.

It should be pointed out that our country's Criminal Law is strongly opposed to "objective imputation." A crime should be determined based on whether the offender is subjectively guilty or not; whether there is premeditation or negligence. If the person involved did not have the intention nor was he negligent, even though his act objectively caused damage, he was not responsible for the damage. Article 13 of our Criminal Law stipulates, "Although an act has objectively caused damage as a result, if it was not through intention or negligence, but rather by irresistible or unforeseeable causes, this is not considered a crime." In criminological theory, this is referred to as accidental event. This vividly reflects the practical principle of our country's Criminal Law. The so-called irresistible cause is that a certain harmful result occurred when the person involved was incapable of overcoming the difficulties that might come from natural disasters, physiological phenomena, or other people's action. The so-called unforeseeable cause is that although his act did cause damage, this was because he was unable to foresee it. Accidental events and faults of negligence are much alike in form, both are due to the people involved failing to foresee the possible consequence. But there are differences in principle. In the fault of negligence, possible damage could have been foreseen, but was not. In accidents, possible damage was unforeseeable, and there is no fault. Therefore, in negligence, the person involved is responsible, while in accidents, the person is not. This type of event occurs quite often in actual life. Especially, in the process of rapid development in industry and scientific technology, new questions and new situations continuously appear, whether events are natural or someone is responsible, and have to be clearly analyzed and should not be arbitrarily concluded. Judicial agencies in handling this type of case should have cautious attitudes so as not to mistake negligence for accidents and connive in the guilt, nor to mistake accidents for negligence and punish the innocent and discourage the positivity of the masses and the scientific and technological workers. They should seek truth from facts, not connive in the guilt nor wrong the innocent.

To sum up, accurately determining crimes is an extremely important and very complicated problem. We must, according to the viewpoint of Marxist and Leninist dialectic materialism, concretely analyze concrete problems. We should, based on the regulations of our country's Criminal Law, integrate the general principles and individual articles in application. We should handle cases based on the principle of unifying objective and subjective conditions. Criminal facts are the bases of determining a crime. We should clearly find out the facts and evidence, and comprehensively analyze and study data. We should persist in strictly reinforcing the law. Then and only then can we accurately determine a crime.

8953

CSO: 4005

PARTY AND STATE

BRIEFS

ANHUI CADRE DISMISSED--Hefei, 18 Mar--Wang Zude, secretary of the Huaibei Municipal Commerce Bureau Party Committee, has lived in a hotel with his family of three for years and refused to move into living quarters assigned to him. Recently the Huaibei Municipal CCP Committee decided to dismiss Wang Zude from his post as secretary of the Commerce Bureau Party Committee. Wang was transferred from a PLA unit to assume the civilian job of deputy director of the Huaibei Municipal Commerce Bureau in April 1976. At that time, no bureau living quarters was available, and he and his family were temporarily put up in a hotel. He was transferred to be secretary of the Municipal Food Bureau Party Committee in April 1977 and later again transferred back to the Commerce Bureau. During this time, he was twice offered government living quarters, but he preferred to live in the hotel. The Commerce Bureau has paid over 23,000 yuan in hotel bills for him. [Beijing XINHUA Domestic Service in Chinese 0211 GMT 18 Mar 80 OW]

CSO: 4005

SOCIOLOGICAL, EDUCATION AND CULTURE

DEVELOPING TALENT CALLED KEY TO FOUR MODERNIZATIONS

Tianjin TIANJIN RIBAO in Chinese 30 Jan 80 p 3

[Article by Luo Yun [5012 7189]: "Development of Man of Talents Is Urgently Needed"]

[Text] The key to the four modernizations is the modernization of science and technology. But, in order to develop science and technology and to exceed world standards, there must be a grand rank of science and technology that insists on the socialist road and possesses professional knowledge. Without such a rank and large numbers of professionals, the level of our science, technology and business management cannot be elevated, the present material foundation cannot be fully developed, and imported advanced technology cannot be digested. Therefore, talent is the key of keys to the four modernizations.

At present, we have an excessive population and plenty of labor, but are extremely short of talent. The four modernizations urgently need men of talent, but where is all the talent? It is not possible that a great country like ours has no talent; but because we did not do enough to discover and cultivate them, many of them have been wasted and buried.

Now we need to explore urgently for talent. Just like mining, we must dig out various kinds of talent; we must enable them to develop their full potential and let them contribute their full strength to the construction of the four modernizations. Mining is no easy task, it takes time and capital; the exploration for minds also takes work; it requires "investment." "Investment in Minds" means to explore for talent. We have not paid enough attention to it in the past, and we have suffered for it. Material investment is certainly important, but its quantity and speed are decided by the people's wisdom; the material equipments put into it is also dependent on the people's wisdom to control efficiently; only in this way can there be a satisfactory achievement.

There is no economically advanced country which does not make "development of talent" a priority. Japan's economy was destroyed completely at the end of World War II. The reason that it recovered so rapidly is closely

related to the fact that they had established their own science and technology ranks during the Meiji restoration, had used great effort to develop talent, and after the war, had sufficiently explored the technical backbone they already had. As the Japanese government clearly set forth, "Fundamental to promoting science and technology is to use education in science and technology as the center to cultivate talent." This policy played a determinative function in Japan's high-speed modernization during the 60s.

Science and technology in the United States was comparatively backward at the beginning of this century. But they discovered their problem and started to invite European specialists to come to the United States to teach, thus promoting their own development in science. The United States has always paid a lot of attention to the development of talent, and is willing to invest in minds. They have not only educated a large number of their own science talents but have also promulgated many policies to encourage and attract a large amount of foreign talent. Statistics show that more than one-half of the average increase in the present American GNP comes from investment in minds.

During the early period of Liberation, our city [Tianjin] had only about 3,600 people employed in science and technology, which was 2.4 percent of the total 150,000 city employees. During our economic restoration and construction, we also paid attention to the cultivation and development of talent. By 1965, workers in science and technology had increased to nearly 60,000, which was 9.93 percent of the total 600,000 city employees. From the early period of Liberation to 1965, the number of employees increased 3 times and workers in science and technology increased 15 times. Therefore, comparatively speaking, the economic development of this period was fairly rapid. But, since 1965, because Lin Biao and "gang of four's" undertaking has seriously damaged the education of workers in science and technology, it blocked the passage to development of science and technology talent; therefore, the number of workers in science and technology increased very slowly. Last year, our city had 100,000 workers in science and technology. The increase was just slightly over 50 percent; this was not competitive with the 150 percent increase in total employees. The number of city employees had reached 1,480,000, but economic growth was slow. Today, whether we can develop and use advanced science and technology is, in substance, an economic problem. We need to overcome many obstacles in the construction of the four modernizations, and the problem of talent is one of the large ones.

The overall situation concerning Tianjin city's science and technology ranks cannot satisfy the needs of the four modernizations, either in terms of growth rate or numbers of people. Not only is the number small, but the quality is low. During the past 10 years, most comrades were deprived of their right to work and study by the "gang of four"; they had no means even to be in touch with modern science and technology. At the same time, science and technology overseas developed very rapidly. It is like "sailing against the current; if you do not advance, you will move backward."

Comparatively speaking, the level of our science and technology workers has decreased greatly, and their knowledge has grown. At the same time, most of the specialists and scholars with excellent abilities and outstanding achievements are getting old. After the "gang of four" was crushed, even though many comrades were full of spirit and enthusiasm and wanted to contribute more to the four modernizations, because of the irresistible rule of nature, they frequently had little power to do what they wanted. Even the science and technology workers who are presently in the science and technology posts performing backbone functions are mostly over 40 or 50; according to comrades in scientific research, these workers have not only exceeded the peak age for scientific discovery but are at the end of the "best age zone," with many of them way past this zone. We must not look casually at the problem of our science and technology ranks, i.e. "small in quantity, low in quality and high in age." Another problem we should pay even more attention to is waste of talent. On the one hand, we have an extreme shortage of talent, while on the other hand there is serious waste. Several years ago this problem was astonishing. In recent years, we have done a lot of work, but there are still many problems. Because some of our comrades could not get rid of those thoughts that are formed during so long a period, they are over-critical, seeking perfection; they discriminate against intellectuals, and therefore, some talented and able science and technology workers cannot work comfortably in their jobs and much talent is wasted. Some science and technology workers' positions should have been adjusted, but for man-made reasons they cannot be transferred or promoted; therefore, much talent is stuck. There are some science and technology workers who, because their leaders do not trust them to do their jobs or because of improper arrangements, do not respect and support their jobs and cannot develop fully their specializations. Today, such waste is still very common and urgently needs to be solved.

Looking back at the past 20 years, we rarely studied and set forth substantial policies that would respect the intellectuals' labor and encourage their studies, support their work and protect their living. Even when we had policies, they could not be carried out and had to be dropped. Moreover, the long period of discrimination against intellectuals, excessive political movements, a backward educational system and confusion in management, has had serious results. We must seriously conclude this lesson.

We submit our opinions in four categories as follows:

I. We Must Fully Develop the Function of the Talent We Now Have

1. We Must Conscientiously Save Talent: For those aging specialists who have academic achievement, we must grasp time. After obtaining their consent, we should assign able assistants to them, help them to conclude their experience, to undertake scientific research, to inherit their specialty; this is an extremely urgent mission. As to those with solid learning who are not working at the right job, and those with special

knowledge who are idle in the society, we must try everything to adjust or deploy them to the right and urgently needed professional job posts, and to develop fully their function.

2. We Must Work Hard To Educate Talent: We must have full trust in the young and middle-aged backbone and let them do their job. Outstanding talents must be promoted notwithstanding normal procedure; we must be bold in promoting the talented and the able and put them in important and leading science and technology posts, so as to enable them to develop their wisdom and talents.

3. We Must Grasp Firmly the Exploration for Talent: The waste of talent is the greatest waste. At present, "level of authority according to seniority," "over-critical because of seeking perfection" and "over-stringent control" are the three obstacles that affect discovery, selection and reasonable use of talents, and they must be abolished.

4. We Must Reasonably Import Talents: We should set forth concrete policies and measurements, establish special organizations, and by various means invite foreign scientists to come to Tianjin to undertake various activities such as scientific research, production and teaching to help us cultivate talent and add strength to the construction of the four modernizations.

5. We Must Organize Various Kinds of "Brain Trusts": Organizations at all levels should establish technology consulting committees, committees on academic questions, and study groups on special topics so as to mobilize the vast science and technology workers to contribute their wisdom and counseling.

6. We Should Permit the Science and Technology Workers' Normal Mobilization: The overall development tendency of modern science and technology requires the science and technology workers to be equipped with knowledge that is beyond their own specialization, and to understand the development of the field they engage in. In order to follow up the development in science and technology, the science and technology workers should not be limited to a small place for a long time and engage only in very narrow work. "Movement is the essence of life, there must be interaction before there is advancement." The "inflexibility" in personnel management must be abolished. Normal personnel movement is helpful to broadening one's view and enhancing one's knowledge. The interchange of the science and technology personnel among graduate schools, universities, and production units can be helpful to the discovery of potential talent and will activate the academic atmosphere.

II. We Must Devote Ourselves To Creating the Spiritual and Material Conditions for Mental Labor

1. We must correct our view towards mental labor. Intellectuals are not "spiritual nobles," neither are they persons with "revisionist backgrounds."

Intellectuals are a part of the workers and a very outstanding part. Generally, intellectuals are strongly career-minded, hard working and have a high degree of responsibility. Comrades who are leading these intellectuals must dare to speak out for them, must genuinely respect their labor, think highly of their work and support their growth.

2. We must try hard to create working conditions for mental laborers and enable them to have a suitable environment in which to think and to work; this is a requirement of the four modernizations. To say that solving the problem of necessary work conditions is "fostering special rights" is a total mistake. At present, the middle-aged backbones in the intellectual ranks are shouldering heavy work, but their work, housing and living conditions are poor and they have lots of difficulties. We must pay attention to this, and try to solve it as soon as possible.

3. We suggest that the state set up a "talent development fund" to be used specifically for saving and developing talents, to create necessary working and living conditions for them and to solve various specific needs in the development of talent.

III. We Must Not Just Use Talent; We Must Also Pay Attention to Its "Re-cultivation"

"Re-cultivation" is called "second education" overseas. Because today's science and technology change immensely every day, "outdated knowledge" is a noticeable problem. If not "recharged" frequently, knowledge will become "aged" and "poor." At the same time that we boldly use and select talent, we must also expend great efforts to train and cultivate new talent.

Strengthening the cultivation of talent is the most far-sighted policy; it is the policy for both present and future economic development. But some units are not paying enough attention to the employees' training and education. This must be improved.

IV. In Order To Do Well the Work of Developing Talent, We Must Strengthen the Cultivation and Education of the Managing Comrades

Managing comrades at every level are the leaders of the four modernizations. But for historical reasons, most of them have low intellectual levels. Technologically advanced countries, apart from paying attention to the cultivation of science and technology workers, pay special attention to the cultivation of management personnel. If a managing cadre is a man of talent, he will discover more talent and use good talent. One person can bring out a whole troop.

How can we make our managing cadres employ modern scientific methods of thinking and of management and absorb essential knowledge in science and technology, so they will have a common language with the vast masses of science and technology cadres? This is an urgent mission at present.

SPECIALIZED TRAINING URGED FOR PARTY, GOVERNMENT CADRES, STUDENTS

Vocational Training

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 1

[Article: "Leading Cadres To Learn Vocational Knowledge and Become Experts"]

[Text] The second-term party cadre training class of Shaanxi Provincial Party School, on a schedule of more than 4 months, was concluded on 25 January. This class had an outstanding feature, that is, technology constituted a considerable part of its education.

To meet the requirements of the four modernizations, the CCP Shaanxi Provincial Committee made its decision in early September last year to ask party schools of all levels, vocational cadre schools of all categories and cadre training classes to arrange respectively in their curricula 30 percent and 70 percent of scientific technology and administrative knowledge, so that the cadres could be helped to improve their vocational knowledge and raise their professional standards. In accordance with this decision of the provincial party committee, and with the assistance of the Shaanxi Provincial Scientific Committee, the party school of Shaanxi Provincial Party Committee, while running its second-term party cadre training class, added the curriculum of scientific and technological knowledge.

Those who attended this training class included leading cadres, totaling 338 in number, of the departments, committees, offices and bureaus of prefectural (municipal), county and provincial levels. Within the training period of 4 months and more, the trainees learned, besides political theoretical subjects, also professional, scientific and administrative knowledge. The general subjects for study on science and technology included those on the modern developments in science and technology, the policies of party leadership over scientific and technical work, and the planning and projects of our province to promote the cause of science and technology. The subjects for study on agricultural science and technology included the modernization of agriculture, the division and distribution

of agriculture, farming and cultivation, the status of forestry in national economy, and the modern developments in animal husbandry. The subjects of industrial technology included systematic engineering, the application of new technology in industrial production, and others. Their study mainly consisted of attending lectures on specific topics, watching scientific and educational films, paying visits to other places and holding forums and discussions.

This province's party school and scientific committee paid great attention to the present technological education and, besides setting up an office of technological education with special personnel, also engaged a dozen specialists and professors from the Chinese Scientific Information Institute and institutes of higher learning and units of scientific research, which were related with this province, to give lectures in the school. The responsible comrade of Shaanxi Provincial Scientific Committee also undertook the task of giving lectures on two specific topics.

On the graduation of this training class, many class comrades said with deep feelings that today when we are marching toward the four modernizations, it is simply inconceivable for a layman to do well the work of leadership. They pledged that on returning to their jobs they would certainly make further efforts to acquire vocational knowledge. From the training, some comrades came to realize more profoundly the importance of science and technology and the role of the intellectuals in the four modernizations. They made the pledge that in their work in the future, they would redouble their efforts to grasp technological work and, at the same time, would respect the opinions of the technical personnel, support them in their work, truly solve their problems in work and living, free them from such worries and help them to make their contributions wholeheartedly to the four modernizations.

At the graduation of the training class, First Secretary Ma Wenrui [7456 2429 3843] of CCP Shaanxi Provincial Committee made a speech. He said: "The work of the four modernizations is determined by the success or failure of our study. We must energetically build a force of cadres having vocational knowledge and persisting in the path of socialism." He said also that particularly our comrades doing the work of leadership should all the more make efforts to study their profession and change themselves from a layman to a professional. Only when our leading cadres have acquired vocational knowledge will there be hope for the four modernizations.

Research Training

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 1

[Article: "Train in Rotation the Leading Cadres of Research Departments"]

[Text] The Science Academy of the Fifth Ministry of Machine Building operates study classes on the administration of scientific research to train in rotation the leading cadres of research departments.

The leadership of the academy discovered in practice that at present some units made few achievements and developed their work of research very slowly. The main reason was that their standards of administration and technology were fairly low, which could not meet the requirements of the four modernizations. Many leading comrades have never received any training in modern scientific administration, and found their work very difficult. Some of them made the request to take a period of full-time study; however, there were no suitable institutes or schools for their purpose. For this reason, last year the party committee of the Science Academy decided to run a study class or a research class in order to train in rotation the leading cadres of various units.

To make good preparations for running the study class, they carried out their investigation and study on the issue. According to requirements set by the higher level, suggestions of those concerned and the experience of some fraternal organizations, they laid down the plan and an outline on the activities of the class to study scientific administration, engaged teachers from the Chinese Academy of Sciences, the Seventh Ministry of Machine Building, the Computer Technical Research Center and the academy's own staff, who were highly qualified technical personnel, and compiled a dozen kinds of teaching materials and data.

The participants of this study class were the principal responsible comrades of various research institutes and responsible persons of various departments of offices of the Science Academy. They studied the speeches of central leading comrades on the work of research, the reports of specialists concerned on systematic engineering and computers and the experience of fraternal organs. They also held discussions mainly on such important topics as the basic tasks and structures of research units, the duties and responsibilities of party committees and heads of institutes, and how to expand the power of decision making of the institutes and rely on the intellectuals by taking research as the central task. Finally, they collectively drafted Provisional Rules (Draft) of Research Institutes of the Science Academy.

After their study and research in more than 1 month, they all enhanced their understanding on the importance of making a success of research administration, and studied the knowledge in the fields of systematic engineering and computers, necessary for achieving this success. Practice shows that this has played a certain role in strengthening scientific administration, readjusting the order of scientific research and enhancing the efficiency of work.

Study of Power Network

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 2

[Article: "Senior Technical Personnel To Study Theories of Modern Power Network"]

[Text] (XINHUA dispatch from Beijing, 1 Feb) Modern science and technology are developing very rapidly. The technical personnel are required

to continuously study and grasp the most up-to-date knowledge of science and technology. Even the senior personnel with good practical experience are no exception. For this reason, recently the Ministry of Power Industry started a study class on power network for some senior technical personnel to undertake full-time study of the theories of modern power network, the technology and experience of management, and helped them to gain additional new knowledge on the subject.

There were 32 participants of the study class run by the ministry, including such senior technical personnel as the chief and assistant engineers from various bureaus of power network and bureaus of power. The course consisted of 32 sessions of 120 hours, with more than 20 kinds of study material and reference data.

From their studies, the trainees enhanced their theoretical, technological and administrative knowledge on modern power network construction, and groped for problems of such work of construction for modernization in our country. They agreed that this measure was very good, and expressed their wish to see more such activities of study to be carried out in the future so that more senior technical personnel could have their opportunity to gain new knowledge.

Factory-Run Institutes

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 2

[Article: "The Third Ministry of Machine Building Takes Over Factory-Run Institutes of Higher Learning for Workers"]

[Text] The education bureau of the Third Ministry of Machine Building, jointly with local departments concerned, inspected and took over the institutes of higher learning run by factories for staff members and workers. With the approval of the ministry, after inspection they took over the first batch of 13 industrial colleges including the one run by the Liming Machine Building Company and three vocational schools.

Since 1978, according to instructions from the State Council, all units under this ministry reorganized the former "July 21" colleges and took them over after inspection. The conditions under which these institutes were accepted after inspection were as follows: The responsible units had strengthened their leadership to the schools; there were qualified sources for the recruitment of students; the school had a number of qualified teachers; the school could provide a curriculum according to approved teaching plans; the school had its definite goal of training and its perfect teaching plans, teaching outline, teaching materials and rules and regulations of operation; and there were fixed school premises and equipment for teaching and experiment. According to statistics, these 16 colleges and schools at present have 250 teachers working full time, of this number over one-fourth are engineers and lecturers. These colleges and

schools provide a total of 8 vocational courses, with 45 classes of more than 1,400 students. In the first half of this year, the ministry is going to undertake the work of inspecting and taking over the second batch of factory-run institutes of higher learning for staff members and workers.

Mining Bureau Worker Schools

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 2

[Article: "Datong Mining Bureau Restores and Promotes Spare-time Education for Workers"]

[Text] The Datong Mining Bureau has restored and developed spare-time schools for staff members and workers. Last year, the bureau operated 295 study classes of various types for 17,699 workers, 18.3 percent of its total number of staff members and workers. The bureau's Silaogou Mine operated 45 classes with 2,763 students, 52.5 percent of its total number of people who should attend school. As the mine's party committee paid great attention to the spare-time education of the staff members and workers, and took effective measures for the operation of schools, this mine made outstanding achievements in running schools, and was named an advanced collective of the province. The bureau's offices have the following experience of running schools: set up a school, consolidate it and then start another school. The number of students increased continuously, and their attendance was steady.

Academy of Sciences Studies

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 2

[Article: "Institutes of Changchun Branch of Chinese Academy of Sciences Conduct All-personnel Training"]

[Text] All institutes under the Changchun Branch of the Chinese Academy of Sciences made great effort to promote the spare-time education of staff members and workers, and gained outstanding results.

These institutes have a total of 2,111 technical cadres, including only 92 researchers and assistant researchers, 4.3 percent of the total number of the technical cadres. In recent years, some 300 college students came by appointment, who were hardly qualified and, in most cases, could not do the work of research competently. The young workers and auxiliary personnel of the institutes were of fairly low educational and technical standards; and, these party and government cadres fundamentally had no technical knowledge nor any knowledge of administration. From last year, all the institutes of the Changchun academy branch started the education of staffs and workers in many forms, and conducted an all-personnel training. They successively operated 52 full-time, part-time and spare-time classes with trainees constituting 52 percent of the total number of their

staff members and workers. College students who joined the institutes in recent years were given the opportunity to attend the full-time classes for 1 year to 1 year and 6 months. The institutes also ran study classes of foreign languages such as English, German, Japanese and Russian, which were attended by more than 820 trainees. Furthermore, they trained technical personnel and raised their scientific and educational standards by means of such measures as running TV colleges, enrolling graduate students, sending personnel to other places for further training and holding seminars.

The party committees of these institutes made efforts to solve problems of manpower and material resources for the education of workers, set up special offices and appointed capable cadres to grasp this work. Secretary Li Guang [2621 0342] of the party committee of the Changchun Optics and Precision Instruments Institute took part in the planning of the education of workers, listened to lectures in the classrooms and helped to solve concrete problems in running schools. From last year, 341 technicians of this institute attended classes of foreign languages. At present, two-thirds of the trainees can read technical materials in foreign languages with the assistance of tool-books. Most comrades of the computer class can do their own programming and use computer to process data and revise projects in scientific research. The Changchun Physics Institute transferred in rotation its technical personnel to work in the information room for each period of 2 or 3 months, to scrutinize scientific and technical documents from domestic and foreign sources, summarize them and compile them into academic reports to be read and discussed at the symposiums held inside the institute. This measure broadens people's minds and encourages them to create new ideas. Six or seven symposiums were held with fairly good results.

Luda Trade Union Classes

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 2

[Article: "Luda Municipal General Trade Union and Liaoning Teachers College Jointly Run Teachers Class for the Education of Workers"]

[Text] Recently, the Luda Municipal General Trade Union and Liaoning Teachers College jointly set up a teachers class for the education of staffs and workers, and admitted the first batch of 300 trainees.

This class was set up for the promotion of the education of staffs and workers in the Luda municipality. It provides 13 subjects of study including mathematics, physics and chemistry. The enrollment of trainees was based on the principal of individual application, recommendation by offices where the candidates were working and competitive examination. The trainees were recruited from among working staff members and workers in the systems of industry and communications, capital construction, finance and trade. The trainees will leave their jobs and study for 2 years with full pay. After graduation, they will be appointed to schools for workers to teach.

Chengdu Academy of Sciences Branch

Beijing GUANGMING RIBAO in Chinese 2 Feb 80 p 2

[Article: "Chengdu Branch of Chinese Academy of Sciences Strengthens Training of Workers"]

[Text] The Chengdu Branch of Chinese Academy of Sciences adopted multiple forms of education and training for staff members and workers. At present, 42 percent of its total number of workers are attending study classes.

Currently, in session are 39 spare-time vocational study classes with some 1,180 trainees, 13 elementary and intermediate classes of English and Japanese languages with some 370 trainees, and 6 classes of general education with 170 trainees. Four short-term full-time advanced foreign language classes with 61 trainees are now concluded. In addition, a few people were sent abroad or to other institutes for further studies. It has become the regular practice in the academy branch to study sciences, learn vocational work and go in for technology.

In this work of education and training for staff members and workers, the academy branch gained some experience in the following three aspects: (1) To grasp basic education and the training in basic skills. All offices and sections laid down concrete requirements for the training in basic skills according to their tasks, set up systems of inspection and examination and strengthened the training in basic skills. (2) To learn in the course of research on specific topics, and raise one's qualifications while accomplishing the specific tasks. The laboratory of mud-rock flow of the Geography Institute adopted this measure with good results. Among its 52 workers, 25 can now handle cases independently, and 9 of them have been promoted as assistant researchers. (3) To train workers selectively. Facilities were given to vocational key workers who could be expected to be leading persons in departments to go abroad or to other institutes for further study. They were called upon to take greater responsibility for raising standards in the work of research, and to make achievements, write papers and expound their ideas in writing.

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SOCIOLOGICAL, EDUCATION AND CULTURE

RECOGNITION OF ROLE OF INTELLECTUALS SAID CRUCIAL

Beijing BEIJING RIBAO in Chinese 1 Feb 80 p 3

[BEIJING RIBAO commentary by Guang Zhai [0342 5049]: "Truly Consider the Intellectual as Part of the Working Class"]

[Text] Now that the "gang of four" has been smashed, the party's sound policy toward intellectuals is gradually reaching fruition. Nevertheless, the unsound approach taken for years toward the intelligentsia, especially the pernicious influence exerted by the extreme leftist policies of Lin Biao and the "gang of four" on issues relating to the intelligentsia, still causes many comrades to have an incorrect understanding of the status and role of intellectuals, so the party's policy toward intellectuals remains unfulfilled. Hence the adoption of a correct attitude toward intellectuals is a crucial problem which is in urgent need of consideration and solution.

For years our attitude and policy toward intellectuals have been very unstable, characterized by "ups and downs." Intellectuals have been the target of academic criticism and one political campaign after another. They have always borne the brunt of such movements. Under the extreme leftist line pursued by Lin Biao and the "gang of four" on issues relating to the intelligentsia, and the motto "pervasive dictatorship," the mass of intellectuals suffered persecution and destruction. Great damage was done to this contingent that wasn't so mighty in the first place, and serious consequences resulted.

A primary detrimental consequence has been that many intellectuals haven't had the relatively long period of time (5 years in many cases) needed to concentrate on preparing for a profession. Everybody except Lin Biao and the "gang of four" understood that laborers and farmers can't be expected to get their work done if they are forced to interrupt it to carry on campaigns. Yet many people have never understood that the work of intellectuals likewise cannot be suspended, especially not for long periods of time. They think it doesn't matter. So it was common for scientific research and academic writings in progress to be suspended during political movements. Furthermore, as a consequence of mental work not being looked upon as labor, intellectuals were sent to lower levels to be tempered

through manual labor whenever political movements got underway. The suspension of the normal work of intellectuals was so frequent that even scientific and technical personnel based in villages and engaged in experimental work in agriculture, and teachers at agricultural schools, were sent out to the countryside to do manual labor. So the lack of a relatively long, stable period for intellectuals to carry on their normal work has without doubt made it extremely difficult to produce qualified personnel and positive results.

Secondly, all kinds of labels were forced on many intellectuals during political movements and through academic criticism, and these labels affected the development of their initiative and creativity. I won't even talk about the fatal position in which Lin Biao and the "gang of four" put some of those intellectuals. Single-minded devotion to attaining professional proficiency was called "learning only book knowledge without developing a socialist consciousness" and "bourgeois desire for personal fame and gain." Nonconformist academic views were commonly labeled "bourgeois academic thought," "idealism," "metaphysics," and "pseudoscience," among other things. Talented people are rare, and top-notch people with outstanding ability are even rarer. This is as true in socialist countries as it is in other places. Pursuing over a long period of time a policy of dismissing top-notch professional people who are established authorities in their fields as "bourgeoisie" and "revisionists," and praising those who aren't so capable as "proletarians" and "socialists" can only stifle talent. There cannot be much initiative and creativity when people are spiritually shackled and have to work under a "stick."

Mental work has its special circumstances. Scholars need an atmosphere of stability with a minimum of interference if they are to be able to reflect calmly and carry on continuous scientific research and experimentation. This is the only way to produce positive results and qualified personnel. Incessant campaigns, meetings, criticism, declarations, and manual labor assignments do not fit in with the special circumstances of mental work. Our country's intellectuals are neither stupid nor lazy, and unceasing movements and continuous criticism have consumed their energy and their lives. This has been a profound lesson. The absolute need to avoid repetition of "leftist" policy and practice toward intellectuals is an important element in preserving the long-term stability and unity of our nation, and the key to resolving the lingering fears held by many intellectuals.

The lack of a clear-cut, consistent perception of the intellectual contingent has been the cause of the "ups and downs" in our approach to, and policy toward, the intelligentsia, and the endless repetition of erroneous leftist tendencies. Reversals on this issue have been too extreme and too numerous. No sooner had Comrade Zhou Enlai [0719 1869 0171] declared on behalf of the Party Central Committee in 1962 that intellectuals are part of the working class, that they are the working people's intelligentsia, than this appraisal was forgotten or negated, and another substituted for it, because

it was not brought to fruition in practical work before the onset of political movements, and perhaps for other reasons as well. Although many comrades ceased to regard intellectuals as being worthless after Lin Biao and the "gang of four" were exposed and criticized, they still took exception to the Party Central Committee's explicit affirmation of the intelligentsia as part of the working class, and generally felt that this appraisal praised intellectuals too highly and was too rightist. "If they are part of the working class, where do we put them?" Although some comrades would say that intellectuals are part of the working class, they still really believed that our party's consistent appraisal of, and policy toward, the intellectual contingent was that intellectuals belong to the capitalist class, that they are "bourgeois intelligentsia," and that they should be brought into solidarity with the whole, educated, and remolded.

To whom does our intellectual contingent now really belong? Is it part of the working class or the bourgeoisie? Is it a branch of our party that depends on its own strength, or is it the target of a united front, or perhaps a group that should be brought into solidarity with the whole, educated, and remolded? This is not merely a theoretical problem. It is a major question which relates to whether or not the initiative of intellectuals can be brought into play to help achieve the four modernizations.

According to the viewpoint of historical materialism, the intellectuals do not constitute an independent class. Their class attributes derive from their economic position. Under the capitalist system, most intellectuals were exploited, along with laborers, as surplus value by the bourgeoisie. Their remuneration was derived not from the possession of capital but from the value of their labor. Although this was a determinant that set their wages at levels generally higher than those for manual laborers, this fact didn't mean that they weren't part of the proletariat. Although some intellectuals were independent professionals, they were still workers. Only a few intellectuals were capitalists or capitalist proxies who exploited other people to make a living. The great majority of intellectuals left over from the old society after liberation were members of the working class. They had not exploited other people, and did not privately own means of production. Their position with respect to production relations was the same as that of the working class. This was even more characteristic of their economic status after socialist transformation had been by and large completed. As for the intellectuals we have fostered since liberation, they are likewise members of the working class. The only difference in their case is that they have studied longer than laborers of the same age group, and have mastered professional knowledge. In the case of a typical middle school graduating class, some people become cadres, laborers, and soldiers, while others go on to universities and later become intellectuals who have been selected from the ranks of the working class to do mental work. To say they are bourgeois intellectuals is utterly preposterous.

Lin Biao, the "gang of four," and their crowd seemed to think that anybody who was learned was bourgeois and reactionary in world outlook and political

thought; "the more learned, the more reactionary." Thus all intellectuals were the bourgeoisie. Even the intellectuals fostered by our own socialist system, who were making 50 or 60 yuan a month as wages, were slandered as "intellectual aristocrats." This class viewpoint, which focused on intellectuality and ignored economic status, was clearly absurd.

The policy of uniting with, educating, and remolding intellectuals is not aimed at the entire intellectual contingent, but at those who are wavering between socialism and capitalism, and do not fully support either one. The party relies on the strength of our country's vast numbers of intellectuals to manage schools, offices, and factories. For a long time, however, especially during the time that Lin Biao and the "gang of four" were on the rampage, the people were led to believe that the policy of unity, education, and remolding was aimed at all intellectuals. Lin Biao and the "gang of four" deliberately and maliciously misrepresented "remolding" as the core of, and key to, this policy, and created extreme confusion as a result. The same person, even a party member, who was a factory worker and a member of the working class one day, and the next day entered a university to become a member of the intelligentsia, was suddenly transformed from being a member of the leading class to a bourgeois element, and a target of the policy of unity, education, and remolding. This was a policy problem which stemmed from an erroneous appraisal of intellectuals. Today, some comrades still have the notion of "remolding" constantly on their minds. Actually, the process of changing the objective world (nature and society) requires everybody to remold their individual subjective worlds. To look upon "remolding" today as a policy specially aimed at intellectuals is erroneous. This would be making "remolding" a policy to be practiced by the working class on part of its own membership.

Intellectuals are not only members of the working class; they constitute an extremely important and valuable part of it. Man is the chief, decisive factor among all productive forces. Science and technology are productive forces, modern science and technology are the most advanced productive forces, and the intellectuals who have mastered modern science and technology are the representatives of this most advanced productive force. Without them, there would be no modern science or technology. So we have to take note of their role in the achievement of the four modernizations, and thus recognize their status as members of the working class. Any misunderstanding of, or wavering on, this issue will obstruct achievement of the four modernizations.

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SOCIOLOGICAL, EDUCATION AND CULTURE

STUDENTS CALL FOR REFORM OF TEACHING METHODS

Beijing ZHONGGUO QINGNIAN BAO in Chinese 2 Feb 80 p 2

[A compilation of letters to the editor: "Great Numbers of College Students Want Teaching Reform To Create New Ways of Faster and Greater Development of Talent"]

[Text] This paper developed a discussion on the question, "Should there be a reform in college teaching?," and attracted a great deal of interest among college students and the world of education. In the past month or more, we have received almost 300 letters and manuscripts, and have already selected 20 of them for publication in a special column. Students and teachers have universally welcomed this discussion and feel that the suggestion of this question is timely and that there is a need for developing the discussion. In their manuscripts, everyone pointed out the problems in teaching and proposed constructive ideas, displaying an urgent desire for reform.

Teaching Reform Is Imperative

From their personal experience in their own college lives, students hope strongly for the reform of present college teaching.

A letter from 11 students in the mechanical, electrical, and shipbuilding departments of Huazhong Engineering College says: "We are students 17 and 18 years old, and in the 2 years since entering college, we have had some new opinions about college life. The principal reason for this is that the method of teaching is dull, dry, and stereotyped; the teaching system is obsolete; the teaching materials are out of line with modern science and our lives are monotonous and dull." Gai Shaopu, a student in the Chinese language department of Suihua Normal Junior College in Heilongjiang, said: "In the cultural revolution there was a wholesale rejection of the accomplishments of 17 years on the educational front, and now there is another overall takeover of the whole educational method from before the cultural revolution, and things that ought to be improved are not improved, so that following the old ways is the greatest abuse in our country's education at present." Xu Jinzhang, a student in the physics department of Lanzhou University, felt that "Teaching in universities must be reformed, otherwise we will fall behind the era. If we continue to train scientists and engineers who fail to place in the world's first rank,

we should be denounced." Several students in Shanghai sent a letter saying: "Here on the campus, we can feel clearly the changes in the students' morale. Upon first entering school, many forget to eat or sleep and even stay at the school to work over vacations. But what happens after a year or two? Many students stay and play in the dormitories for a long time. Not that recreation is not allowed, the problem is that many people suspect that study like this will be of little use later. We have arrived at the time when teaching must be reformed." Chen Xinmin, a student at the Yancheng Normal Junior College in Jiangsu, suggests: "Problems that are revealed in the course of discussions ought to be compiled and turned over to the departments concerned for study and solution. This is the ardent desire of all college students."

We Must Pay Great Attention to Nurturing the Creative Abilities of the Students.

Famous Soviet thinker Tulemengliubofu [phonetic] said something penetrating: when teachers take scientific material and chew it up so fine, the students don't even have to taste it, only swallow what the teacher says, and this will make of the student a kind of learned ape, but not a man capable of independent thought. Higher education must not only give the student a certain foundation of theoretical knowledge and professional knowledge, it must also develop his creative abilities, and make him into a person provided with virtue, perception, talent, and knowledge. Letters from students universally expressed this, that present university teaching has done far too little in this area.

In his letter, Huang Puquan, a student at Yunnan Agricultural University, wrote: "Present university teaching considers students to be 'pockets' to pack knowledge into' the teachers lecture too much, and the students' activism is too little developed. The students are only allowed to receive knowledge passively, there is no contact with new thinking, no research on new problems, and it inevitably makes their brains ossify and some of the talented students are held back. On thinking back, things that were studied in the first and second semesters are almost totally forgotten." Chen Xin, a student in the radio department of the Dalian Engineering College, felt that "the purpose of studying knowledge is not to stop up your brain with dead knowledge, but to improve your abilities, to lay a foundation for later creativity. The school should set up elective courses and self-study courses, with teachers responding to uncertainties at specific times, and this would give the students a vigorous initiative to study, instead of just being a warehouse full of knowledge."

Student Zhang Linmian of the education department, Beijing Normal University, aimed at the teaching of liberal arts, and talked of his own view: "There is a well-known saying by Goethe, 'Someone who simply learns knowledge is still a stupid person.' Not only is college teaching restricted to the transmission of knowledge, but what is more important is that there will be no continuing acquisition of new knowledge unless students are taught how to 'explore' and 'bring forth new ideas,' and are equipped with this ability. But the present teaching of liberal arts is limited to the transmission of knowledge." Student Liu Haoguang of Shandong University said: "The university ought to allow students to master knowledge through a number of routes, but that 'spoon-feeding'

method uses the same model to coerce all the students' thinking." Hebei Medical College student Liu Jianming pointed out: "The principal deficiency in our education at present is not that teaching conditions are backward, but that the student's creativity, thinking ability, and imaginations are dammed up and stifled."

Style of Instruction Needs Improvement Urgently

Many students wrote and gave their ideas about the style of instruction.

Xu Jihai, a student in the physics department of Shantong University, said: "The teacher copies the content of the textbook on the blackboard, the students recopy it into their notebooks, being just a repeated copying of the contents of the book, the teacher writing until he is soaked with sweat, the students copying to exhaustion, and their desire to seek knowledge abating greatly." Student Zhang Wei of the Chinese language department of that school wrote: "When we attend class, the teacher talks on and on, and the students take notes and memorize, never looking up, fundamentally without understanding, just taking up time. Sometimes when there is no understanding of the meaning of a word, you write down the sound of it and after class you may not even understand it yourself. Some students, attending 2 hours of class, take down 10-odd pages of notes and have to spend twice that much time just putting them in order." Shi Lixue, a student at the Siping Normal College in Jilin Province, wrote and said, "We conducted an experiment and found that in asking about the content of a class immediately after the class is dismissed, it is difficult to get a complete answer, and most people can give only disorganized and fragmentary answers about interesting persons or names or humorous things. If a student does not examine his only evidence--the notes he took, he will not even know how the teacher proposed questions or explained principles. Students are complete slaves to their notebooks, and if they were suddenly separated from their notebooks, their brains would be empty."

Nine students in the biology department of Hangzhou University approve of issuing printed teaching materials to students. They said: "At present, a great deal of out-of-class time is spent putting notes in order, and if lecture materials were provided to students, everyone would have time for consulting reference books and practicing. During lectures, there would also be more time for close attention and understanding."

How Can the Students' Standards Be Examined?

Examinations are an important method of teaching, but according to what was expressed in a great many of the letters, today's university examination methods are not as scientific as they might be, the examinations are stubbornly aimed at rote memory, and if you can copy from the textbook you can get a high grade, so students have no opportunity to develop and exercise their own creativity.

Student Wang Huhua of the history department, Nanjing University, wrote: "At present we are all groping for 'laws of study': students in the history department just have to be able to memorize the book, and that will do. Before

the examination, you browse over the textbook for a few subjects proposed by the teacher, copy answers for each of them and recite the answers one by one later, and at examination time, transfer that onto the examination paper, and it will do. If you memorize you do well, and if you do not memorize you do poorly. If you want to get a high grade, you must be a 'book copyist.' Some students say: There are only about 2 and a half months in a semester that are free of the menace of examinations and in which all energies can be devoted to the subjects you are interested in. Of course, some things must be memorized and remembered, but it is not fitting to use this method blindly to measure the students' standards. In history, the writing of essays is very important, but training in this area is precisely what is being neglected."

Zhang Shi, a student at the Huanan Normal College, said: "In liberal arts examinations, students should be permitted to express their own understanding of theoretical questions. Instead, these are all restricted by the stipulations of the examinations and the '100 percent system,' creating a situation where before the examination, students are busy trying to guess what the questions will be, and after the examination they are busy asking about their scores, summarizing the characteristics of the teacher's corrections, and his standards for awarding credit, and putting any thought of getting to the bottom of the questions in the back of their minds. It could be said that they are interested in grades, not a deep understanding."

There were also many letters that expressed a feeling that the students' class load is too heavy, examinations too frequent, their lives dull and dry. A letter from Xu Jiping, Lohongdaren, and six other students at the Xinan Nationalities College said: "Now we are not happy in our studies, examinations are stereotyped, too much time is spent taking notes and memorizing, and too little is shown in results. Many students are also ruining their health. In 2 years since we entered school, 14 students out of our class of 53 have been hospitalized. Of the seven persons in our dormitory, five have chronic neurasthenia." A letter from Zhang Licai, a student in the department of medicine at Xuzhou Medical College, says: "In several years of university life, we have admittedly learned a certain amount of professional knowledge, but the ruddy complexions we had originally have turned pallid; our 1.5 vision on entering school now requires us to wear glasses; although we are not old, we lack some of our youthful vigor; it seems we are completely insulated from plays and motion pictures; memorizing books is our only 'business.' This kind of life leaves us without any interest having lost our confidence."

Many students suggested ideas on reforming examination methods. Student Chang Xiaoming of Hunan University felt that mid-term examinations could be done away with, and that there could normally be informal quizzes that would not require suspending class and reviewing. Student Cui Yue of Zhengzhou Engineering College suggested: curriculum within the scope of the examination need only be tested for pass and fail, and there is no need to use the "100 percent system." This will make the students concentrate their energy on the key parts of the curriculum. Wang Huhua of Nanjing University suggested: "Eliminate the method by which the teacher mentions subjects and draws small circles around them before the examination, because examination subjects

should not stress mechanical memorization. The measurement of a student's standard should be based on a combination of his accomplishments on the examination, his work, and his day-to-day practice. Students hope that in the future, examinations will be a combination of closed examination paper and open examination paper, examination subjects will not be simply a test of memory, but of understanding, and analysis. I suggest that teachers permit students to have their own ideas, and give credit if they are reasonable."

Curriculum and Teaching Materials Must Meet the Needs of the Four Modernizations.

As expressed by many students, the professional training objectives of many schools are not clear, and the curriculum sets up a course incorrect for the needs of the society; at the same time, the determination of the curriculum is too inflexible and too secret, not utilizing the students' spontaneous and vigorous study...[text missing]...classes or four classes, the student loses this and cherishes that, it is at once soy sauce and also vinegar, and rejects things that have no flavor." Student Wu Jiqing of Shandong University said: "Our philosophy department conducts 20-odd courses, and of them, 10-odd are required courses. If each course is conscientiously dealt with, it is inevitable that all the courses will make it to their objectives and all will be better off. You must lose something to get something, and it does not make sense to study everything. I suggest that a system of study credits be put into effect as soon as possible, allowing students to broaden the scope of their selection of elective courses and permitting selection of courses from other departments."

Tujia student Mishuanghong of the Central Nationalities College said: "We students at the Nationalities College return, for the most part, to work in our nationality areas after graduation, and have very little opportunity to use foreign languages. Every time one of our students asks the teacher, 'Is there any use to our studying English?' the teacher answers: 'It is a good thing in any case to know a foreign language.' There is no purpose to the teaching or studying of English, and it should be made an elective course completely." Student Chang Xiuqing of Jilin University calls for the curriculum to be established in accordance with the requirements of the Four Modernizations. He said: "According to the calculations of those concerned, rapid advances in science and technology make 20 percent of our scientific knowledge obsolete every year, and our present curriculum is about the same as it was 10-odd years ago. If we are to meet requirements, we must constantly improve the curriculum. For example, the economics department ought to offer economic mathematics, bourgeois economics, mathematical statistics, management, etc. In the past, many graduates, upon arriving at a work assignment, realized that knowing only a few Marxist-Leninist economic principles and a little bit of professional theory left them with ability not equal to their ambitions on the job. Moreover, the present courses in party history and the history of the communist movement take up too much time."

Student Li Rongsheng of the aeronautical and radio engineering department of Xibei Engineering University said: "At present there is a profusion of new and reprinted teaching materials and reference books, but not much of it

is suitable for use, and moreover, the contents of the various books are largely similar, with few differences, and their points of view are obsolete." He admitted that in some relatively stable disciplines (like mathematics), reprinted and revised teaching materials will do, but it is not adequate for subjects like electrical engineering theory, cybernetics theory, etc., because of the rapid advances in these fields recently. Student Ma Weiye of the thermal energy department, Qinghua University, said: "The dynamics textbook that we use was printed before the cultural revolution, and the teacher's lectures are based primarily on his own lecture materials, so no matter the order of chapters and sections, there is still a considerable variance between the content and teaching materials and what the teacher lectures on, so all the students can do is take notes for all their lives are worth, forming a very heavy study responsibility." Most students fervently hope that concerned departments will rapidly prepare new teaching materials that suit actual needs.

How Should Political Courses Be Taken?

How should political courses be taken? This was the subject everyone discussed most in the letters and manuscripts we received.

A letter from some students in the chemistry department of Hangzhou Normal College said: "When we attend political classes, the instructor's lectures are very much of a strain, and a large number of students think about their own business or look at other books, and some just frankly don't come. For examinations the instructor proposes several tens of review questions, the students copy them and memorize them, and after the examination, forget them, so that there is no genuine result." Zhejiang Forestry College student Wu Hongbin said: "Political classes are very important to the training of the students' theoretical thinking. However, at present the instructors expound on subjects from the book, and students don't like to listen, but for the sake of observing discipline, and also because they can't help sitting in the classroom, it becomes a kind of war of attrition." Student Ding Yunian of the mathematics department, Zhengzhou University, said: "Science and engineering students should understand some philosophy and political economy, but some courses could be reduced and a course like natural dialectic could be added." Student Wang Mingji of the Dongbei Engineering College pointed out that there are two problems with political classes at present, one being that materials have fallen behind the situation and do not match reality; the other is that the teachers do not dare make contact with reality. A letter from Dong Jinhe, Liu Yifeng, and Zhang Qinghu, three students at Inner Mongolian Engineering College, said: "We have been memorizing definitions for productive force and production relations since junior middle school, and after entering college, they again appear among terms to explain on political examinations, so that we can't help laughing in the examination room when we see them. Why can't we be given something new? Such as, an introduction to scholarly trends, something to lead everyone into an argument, etc."

We Must Blaze a New Trail Through Practice.

This discussion is a vigorous expression of the opinions and demands of college students with regard to a reform of teaching, and it embodies the students' yearning for truth, the only real learning, and their mood to put forth efforts

or the Four Modernizations. Of course, there is this kind and that kind of specific difficulties connected with a reform of teaching, such as insufficient financial resources and teaching qualifications, etc. However, there must be no delay in finding out how, under present conditions, to develop potential, study the best of the foreign methods, deal with 17 years of teaching experience in accordance with one divides into two, and discover the laws and methods of developing more talent and developing it sooner. As student Liu Zhengting of Jilin Finance and Trade College put it, "Reform of teaching is blazing a new trail, and it requires an experimental stage. We hope this experimental stage will begin soon."

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STUDENT SOCIETY FORMED IN SHANGHAI FUDAN UNIVERSITY

Beijing ZHONGGUO QINGNIAN BAO in Chinese 8 Jan 80 p 1

[Article by staff reporter Yu Peiming [0060 1014 2494]: "A Student Academic Body Growing With Wings--A Report on Fudan University 'Shi Yi She' [0670 5065 4357], a Three-Good Collective in Shanghai Municipality"]

[Text] Editor's Note: The students of "Shi Yi She" carried out their activities of academic research in coordination with vocational study, not only strengthening their classroom learning but also cultivating their ability to analyze and solve problems. The form of their activity represents the correct direction of present student bodies.

Some people may say: "You always like to see college students studying quietly. But, don't you ask the young people to show concern about politics?" We will reply: "Of course, we do." The question is that one's concern about politics cannot be interpreted as only empty talk and freely prescribing a "panacea" without any basis, doing no good to our country. The four modernizations are currently the most important politics, in which a serious problem encountered is the shortage of talents, which fall far short of requirements. To have concern about politics means to have concern about the four modernizations and make some practical suggestions. To achieve this, just as the students of the "Shi Yi She" have felt strongly, "at present our knowledge is still not good enough." Therefore, today in the school the students should lay a good, solid foundation in learning as an important expression of their concern about politics and their sense of political responsibility.

"A student academic body growing with wings" is the evaluation of the "Shi Yi She" [Historical Wings Society] by the teachers of the History Department of Fudan University.

The "Shi Yi She" was organized by 23 students of all grades of the history department. Since its founding in February last year, it has gained fine results in all three fields of moral, intellectual and physical development. Four of its members were elected as the 3-good students and 3-good activists of the school, one was chosen as an exemplary party member of the school. In last semester, the average score of member students for all subjects was above 90 marks; 7 members passed the training standard of physical culture. They have also written 97 articles including papers and notes on history, analyses on academic developments and archaeological reports, among which 9 were used by the RENMIN RIBAO, WEN HUI BAO and other newspapers and magazines, 2 will be taken by the FUDAN UNIVERSITY JOURNAL and another academic publication, and 6 were read respectively at the science report meeting held by Fudan University in celebration of the 74th anniversary of its founding and at academic report meetings of students of colleges of arts held by Shanghai Municipality and colleges. As one of the articles, entitled "How To Approach the Revolutionary Mass Movement of Yi He Tuan," drew the attention of Shanghai's historical circles, they were invited by the Shanghai Historical Society to speak at the "Symposium on Yi He Tuan." These papers presented some new views "of fairly high academic quality." The "Shi Yi She" was named a "3-good" collective of Shanghai Municipality in 1979.

To Define Its Purpose and See the Correct Direction

The deliberation and preparation for "Shi Yi She" started in November 1978. At that time, some big-character posters of Beijing and Shanghai were circulated to Fudan University, and many posters also appeared on the campus. Some students who were making preparation for the founding of "Shi Yi She" agreed that their society should study social and political issues and try to find the causes of disturbance in the past 10 years. Other students argued that we should emancipate our minds; however, to do so we must have a scientific basis. We are students, our "Shi Yi She" should be a body of academic research mainly to study the special subject of history. This ideological difference rendered it necessary for the society, which was still in its infancy, to carry out a discussion in order to define its purpose.

This discussion helped the members to clarify three points: (1) Emancipating our minds certainly doesn't mean to simply deny the past. It means to eliminate all former restrictions not in conformity with objective laws and obstructing the four modernizations. To achieve this, at present our knowledge is still not good enough. (2) In searching for the causes of disturbance in the past 10 years, we cannot clarify the matter by means of a few statements. We should use the viewpoint of historical materialism, investigate into and study the historical facts of those 10 years, and find out the essence of the problem. (3) Our country has just gone through the 10 years' disturbance created by the "gang of four," there are problems piling up before us which can only be resolved step by step on the basis of economic development. Therefore, we need stability and unity, all people doing their own work well, and the students should first do well in

study. Only by solidly learning their specialized lines can they better emancipate their minds. At the inauguration of "Shi Yi She," the members unanimously passed their purpose stipulated in the "Shi Yi She Constitution" as follows: "To mainly study history, help the society's members strive to be red-and-expert historical workers and serve the realization of the four modernizations."

The society gained the concern and support of the leadership of the department. The history department party general branch listed the success of the society as one of its eight projects to be carried out in 1979, and specially assigned four qualified teachers to be their advisers.

To Lay a Good Foundation and Carry Out Research

In the beginning, many society members thought that as a research body, they should prepare as quickly as possible some papers of high standards. Two fellow students went through many data and wrote an article "On the Literary Inquisition." All the other members read the article and found it fairly superficial. Later, the authors revised their manuscript time after time and still could not do any better. What was the reason? Their adviser, teacher Fan Shuzhi [2868 2885 1807], incisively gave his explanation by quoting from literary inquisitions during the Qing Dynasty in such aspects as the social background and class relationship at that time and the contradictions among the ruling classes. At once the students understood why the article was not thoroughgoing. It was because the authors had very little knowledge of history, had no solid theoretical basis and were not good at finding links from all sides of history to seek the essence of the problem.

To integrate their activity of academic research with the study of fundamental knowledge and the training in basic skills, they took the following three measures:

(1) Select topics of research according to the subject of study. For instance, when they were studying the ancient history of China, they wrote more than 20 papers on history within the scope of their study, such as "On Peasant Wars and Early Policies of New Dynasties," "Zheng [6774] Clique's Capitulation to Qing and the Unification of the Qing Dynasty" and others. In the preparation of each paper, they must not only read a large amount of historical data but also put forward their own views. In this way, the students enlarged the field of their knowledge and deepened their understanding of the subject of their study.

(2) Break up a major research topic into many parts, study them first from all angles and all sides, and then put them together to produce the final paper. Almost all members of the "Shi Yi She" have each their own periodical topic and direction of research, some of them studied Yi He Tuan, others studied the "division of three powers" in the world history, still others studied the "population problem"...This method helps them

not only to read extensively many diagrams and volumes on history and see the continuity of historical development but also to deepen their understanding and knowledge of the conditions of each dynasty.

(3) Pay attention to the training in the basic skill of historical research. When they began to do academic research, none of them could accumulate data. Then, they asked their teacher Wang Xi [3076 3556] to explain his experience of "How to make card files of materials." At present, they have all cultivated the habit of keeping card files. They also asked their teachers to explain their experience and methods on such questions as "How to select research topics," "How to arrange and use historical data in support of one's own viewpoints?" and "How to prepare history papers." They have first learned the basic skill of historical study.

Form a Meticulous and Conscientious Style of Work

To reach a correct conclusion in historical study, it is necessary to cultivate a strict scientific attitude and a conscientious way of study. In its academic activity, the "Shi Yi She" pays attention to the following two points:

(1) Carefully peruse and have a good command of the source material. While writing their article "Commentary on 'Treason or Patriotism'," students Liu Zhengtai [0491 1767 3141] and Cheng Hong [4453 3163] made some mistakes by using indirect quotations from other essays. When adviser teacher Li Huaxing [2621 5478 5281] received the manuscript, he scrutinized it the same night, and checked and made footnotes to over 50 quotations in the article. Under the influence of the teacher's conscientious attitude towards study, the two students made efforts to improve their paper, again went to the library to peruse more than 5 million characters of source material, made over 200 cards of notes for filing, revised the paper and improved its quality.

(2) Carefully cultivate the scientific attitude of making a conclusion by proceeding from historical data, refrain from believing blindly the conclusions of famous persons, nor make subjective and partial assumptions. For instance, on the topic of the sudden increase of population in the early period of the Qing Dynasty, there were some authoritative conclusions made by those in historical circles. While studying this topic, student Ma Xiaohe [7456 1420 7729] read a great deal of historical data, boldly put forward a new view, wrote some papers including "Errors in the Population Figures of the Early Period of the Qing Dynasty" and "A Tentative Discussion on the Population Problem of the Early Period of the Qing Dynasty," and gained favorable comments from his teachers. One of his essays will be published in the FUDAN UNIVERSITY JOURNAL.

The achievement of "Shi Yi She" aroused strong reaction among the teachers and students of the history department. Many students began to follow the

method of the society to do academic research in coordination with their basic study, and changed the passive state of study "to take notes in classroom, repeat them after the class and copy them at examination." Many teachers said: "What the 'Shi Yi She' is doing is correct; its further progress will help to quickly turn out talents." Some old professors also said happily: "The historical circles will have their successors. Our hope is placed on them."

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SOCIOLOGICAL, EDUCATION AND CULTURE

BRIEFS

ANHUI BOOK PUBLICATION--Last year, Anhui's publishing department published 423 books, totalling over 130 million copies, setting a record. At a recent meeting sponsored by the Provincial Publication Administration to commend the advanced collectives and individuals, representatives appealed to the province's publishing workers to increase output, profit, labor productivity and printing quality and further reduce paper consumption. [OW191059 Hefei Anhui Provincial Service in Mandarin 1100 GMT 18 Mar 80 OW]

ANHUI ETHICS SEMINAR--To promote the study of ethics, the Provincial Philosophy Society held a seminar on ethics in Hefei from 1 to 8 March. Those in attendance warmly discussed Liu Shaoqi's book "How To Be a Good Communist" and how to strengthen education on communist morality. Attending the seminar were college teachers, research fellows, members of the Provincial Party Committee and other units, totalling over 40 people. They pointed out that, following the 10-year period of chaos, the social moral standards have generally dropped. This and other unhealthy social tendencies have become a serious obstacle to the four modernizations. They said that it is an urgent task to strengthen education on communist morality, particularly among young people. The seminar also established an organ to prepare for the formation of Anhui's Institute of Ethics. Zhang Chunhan, deputy director of the Propaganda Department of the Provincial CCP Committee, attended and addressed the seminar. [Hefei Anhui Provincial Service in Mandarin 1100 GMT 18 Mar 80 OW]

NEW RURAL NEWSPAPER--Beijing, 15 Mar--"ZHONGGUO NONGMIN BAO" [Peasants of China] has come off the press and will be published on 1 April. It is published for the rural cadres, rural primary and middle school teachers, commune members, farm workers and the educated youths working on the countryside. It aims at giving the peasants political and ideological education and propagating the party's agricultural policies so as to raise their socialist consciousness and encourage them to make contributions to the modernization program. [Beijing XINHUA Domestic Service in Chinese 0213 GMT 15 Mar 80 OW]

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SELECTIVE LIST OF JPRS SERIAL REPORTS

CHINA SERIAL REPORTS

CHINA REPORT: Agriculture
CHINA REPORT: Economic Affairs
CHINA REPORT: Plant and Installation Data
CHINA REPORT: Political, Sociological and Military Affairs
CHINA REPORT: RED FLAG*
CHINA REPORT: Science and Technology

WORLDWIDE SERIAL REPORTS

WORLDWIDE REPORT: Environmental Quality
WORLDWIDE REPORT: Epidemiology
WORLDWIDE REPORT: Law of the Sea
WORLDWIDE REPORT: Nuclear Development and Proliferation
WORLDWIDE REPORT: Telecommunications Policy, Research and Development

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